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ABSTRACT

A questionnaire was sent to 69 directors of residential centers in the state of Illinois affiliated with the Child Care Association, Department of Mental Health and Department of Corrections - Juvenile Division, regarding the current status of educational arrangements in Illinois institutions serving disturbed, delinquent, and/or dependent-neglected children. Data of interest to the survey included: the structure of on-campus programing; community school programing; and combined on-campus-community programing. Data were analyzed according to directive organization, form of educational program and size of institution. The highlights are reported here to provide some current information pertaining to residential school programing for emotionally handicapped children. In addition, there are two appendices attached to the report which include the complete set of tables from the study and a copy of the instrument used to collect data in the study. (Author)

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Section I

## Abstract of Project Report

A questionnaire was sent to 69 directors of residential centers in the State of Illinois affiliated with the Child Care Association, Department of Mental Health and Department of Corrections - Juvenile Division, regarding the c rrent status of educational arrangements in Illinois institutions serving disturbed, delinquent, and/or dependent/neglected children. Data of interest to the survey included: the structure of On-Campus Programming; Community School Programming; and Combined On-Campus-Community Programming. Data were analyzed according to directive organization, form of educational program, and size of institution. The highlights are reported here to provide some current information pertaining to residential school programming for emotionally handicapped children.

In addition, there are two appendices attached to this report which include: 1) the complete set of tables from the study; and 2) a copy of the instrument used to collect data in the study.

## Section II

## Summary of Project Highlights

### Introduction

There are many children in the United States who need and receive residential care. A significant number of these children are labeled emotionally disturbed, delinquent or pre-delinquent, or dependent and/or neglected. Problems exist however, in understanding the complexity of residential services for these children. General status reports on residential programs are scarce in the literature as are surveys of actual services received. It seems apparent that Reynold's (1962) comments are as relevant today as they were ten years ago: community awareness and knowledge of institutional programming for children decreases the further removed the programs are from the mainstream of community life. Given that general knowledge of institutional programming is limited, information on educational provisions is even less available. Educational information reported in the national survey by Pappenfort and Kilpatrick (1970) is indicative of this problem.

National studies are costly, and in general may be too difficult a method to use for studying and disseminating information on residential services. A more productive approach may be to study the issue at the state level, hopefully on a regular basis and with the assistance of a national clearing center for obtained data. This was a basic premise of this survey which used the State of Illinois as a target population. In the State of Illinois few studies have been reported on the extent of basic mental health services for children, and an especially minimal amount of research is available on educational provisions for children

manifesting deviant behaviors.* There can be little doubt that considerable expansion of residential services has occurred in Illinois and although educational services have been an integral aspect of residential programming, the extensiveness of this service has not been known.

## Purpose and Methodology

A desire to clarify the current status of educational arrangements in Illinois institutions serving disturbed, delinquent or pre-delinquent, or dependent and/or neglected children prompted this investigation. Lack of information on patterns of service, potential manpower needs for specially trained teachers and related professional personnel, and the possibility of providing a method for other states to gather similar data were related areas of interest.

A questionnaire was developed in consultation with the Survey Research Laboratory (University of Illinois) with assistance from representatives of the State Child Care Association, Department of Mental Health, and Department of Corrections - Juvenile Division.[1]

The questionnaire was divided into two parts. Part I was completed by all institutions, and assessed general educational information applicable to all forms of programming. Part II consisted of three sections. Each institution completed only that section which applied to its form of educational program: 1) ON-CAMPUS ONLY (OC); 2) COMMUNITY SCHOOLS ONLY (CM); or 3) COMBINED ON-CAMPUS-COMMUNITY PROGRAM (CB). Information related to on-campus programming included personnel, subjects formally taught,

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*Some information is available in Bressenden (1967), Hasbargen (1969), Dinwoodie (1969), Samo (1969), Jones (1967), however, very little of this data relates to educational services for children.

[1]A copy of the questionnaire used in this survey can be found in Appendix B.

population data on students and classes, educational assessment, and facilities. Information related to community programming assessed population data on children and teachers, and levels and types of classes attended. Plans for the future development of on-campus educational programs were asked of CM facilities. General questions related to all three forms of programming included governance information, tutoring services, sources of income and support for educational programming, and transportation as part of educational services.

Based upon mailing lists submitted by each major organization, a copy of the questionnaire was mailed to 69 institutions in November, 1970. One month later, institutions who had not responded were contacted by telephone. By February, 1971, 80 percent of the sample had responded and data analysis was begun. The main divisions used for assigning data were: 1) type of directive organization (Child Care, Mental Health, Juvenile Corrections); 2) form of educational program (OC, CM, CB); and 3) size of institution (small, medium, large). General information regarding the sample is contained in Table 1.

TABLE 1

INSTITUTIONAL SAMPLE

| | Size Children Served by Licensed Capacity | | | Form of School Programming | | |
|---|---|---|---|---|---|---|
| Institutional Source | Small (1-50) | Medium (51-200) | Large (Over 200) | OC | CM | CB |
| Child Care (N=31 of 39 Surveyed) | 19 | 11 | 1 | 8 | 7 | 16 |
| Mental Health (N=16 of 19 Surveyed) | 6 | 7 | 3 | 7 | - | 9 |
| Corrections (N= 8 of 11 Surveyed) | - | 5 | 3 | 7 | - | 1 |

## Results

Because of the length of the results obtained in this survey it is not possible to report tables and figures in this context.[2] Rather, only the highlights are reported herein to provide some information concerning the status of educational programming in Illinois institutions.[3] The results are presented according to OC, CM, and CB classifications with the exception of general information applicable to all forms of programming.

## General Educational Information

### Income and Support

Institutions were asked if they received any state or federal support for their education programs. For mental health (MH) and correctional (COR) institutions the main sources of income were state government appropriations. A majority of the child care (CC) institutions (61%) received revenue from private donations, charities, and some state funds.

Data on the cost of educational expenditures produced only minimal information. Many institutions had difficulty specifically listing budgetary considerations. Information was completely omitted by 8 CC, 3 MH, and 1 COR institution. Available data indicated that COR institutions appeared to be spending the most for educational programs per child followed by MH institutions, with CC agencies spending the least for such programs.

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[2] A set of complete tables summarizing the data can be found in Appendix A.

[3] The reader is cautioned to remember that not all questionnaires were returned and that information was not obtained on children, personnel or services in any institutions not affiliated with the three primary agencies of interest. Interpretation must therefore remain subject to these restrictions.

Governance

CC institutions with CM programs were either directed by the institution itself (N=3) or by the local board of education (N=3). Related educational staff (e.g., counselors, social workers, psychologists) in three of five institutions responding were hired by the local school board while in the other two cases they were employed by the institution. Generally, the local board of education hired the teaching personnel (N=5). Institutions with OC educational programs differed widely with respect to administration. Three institutions administered their own educational programs, hired related professional staff, and employed teachers. In four cases, the local school board administered the educational program and hired teachers. One institutional program was administered by a private board of trustees, and one used both the institution and local board to employ teachers. CB programs in CC institutions were administered by the institution itself (N=7), the local board of education (N=4) or both (N=3). In 13 cases all related educational staff were employed by the institution. Teachers were employed either through the local board of education, if they had governance, or responsibility was shared by the local board and the institution.

Five MH institutions were responsible for administering OC programs and for hiring all related educational staff and teachers. In nine cases, the institution administered the CB program and employed related staff and teachers.

COR programs OC were administered by the institution and they employed all staff and teachers.

Tutoring Program

Overall institutional data concerning tutoring programs suggests that three to four tutors were employed to work an average of two to three hours per day, five days per week. Student use of tutoring ranged from very few to about one-half of available students. In only three CC institutions were all children reported to use this service. Almost all tutors held college degrees but very few were specifically trained for work with disturbed or maladjusted children. One-half of the institutions paid their tutors. Funds came from either E.S.E.A., Title I funds, through the institutional budget itself, or directly from the state. Tutors were paid from between $4.00 and $6.00 per hour or payment was a part of their regular teaching salary as members of the institutional staff. The range in tutor experience in education was found to be from 0 to 20 years.

Transportation

It was inquired as to whether the institutions needed transportation for their education programs. Twenty (36%) replied in the affirmative. Children needing transportation to and from school traveled predominently in buses (75%), but vans, cars, state vehicles, taxis and other public transportation media were also mentioned. The cost of transportation ranged from $400 to $5,000. In six cases, the cost was paid by the local school district, in two others by the state, and in one other by contributions. Seven institutions incorporated this cost into their overall annual budget for educational expenditures.

## On-Campus Education Programs

### Personnel

Institutions supplying information concerning administrative personnel used titles such as principal, superintendent, educational administrator and executive assistant to describe their educational directors. Usually, OC educational programs employed one administrator. This was true of all CC, six of seven COR, and six of seven MH institutions.

Twelve month salary ranges were highest for administrators of MH Institutions ($11,700 - $18,500) followed by CC ($10,000 - $18,000) and COR ($9,036 - $15,000). In only a few cases were administrators teaching concurrently with their administrative responsibilities. Most were solely functioning as administrators.

As would be expected, the larger the OC educational programs the more teachers and related personnel employed by the institutions. CC facilities presented the smallest ratio between teachers and students of institutions responding. None of the CC or COR facilities with OC educational programs employed teachers specifically certified in the areas of emotional disturbance and/or socially maladjusted, whereas MH agencies employed some teachers trained in these areas (11 teachers or 16 percent). All CC facilities and all but one of the COR institutions employed teachers certified in general education only. Much more dispersion was present in MH settings the majority of teachers having some form of special education certification.

Data pertaining to salary ranges was provided on a monthly basis. In general, CC institutions offered the highest salaries followed by COR agencies with MH personnel receiving the least. There was some

relationship to size of institution. Smaller CC institutions offered the highest salaries, whereas for MH and COR institutions, the larger the setting the higher the salary paid. Overall, there was very little evidence of inexperienced teaching personnel employed.

The institutions were asked what type of related staff were involved in their OC education programs, and the number of hours per week each devoted to the educational program. Seven of 19 institutions omitted this question. Of those responding, MH and CC institutions showed no increase in related personnel with size of setting, whereas, COR institutions showed an increase in volunteers and counselors. With respect to hours worked, most related staff at COR settings worked 40 hours per week, while at the other type of institutions, related staff devoted less than full time to educational service (e.g., ranges for Social Workers 6 to 40 hours, Psychologist 2 to 40 hours, Psychiatrists 5 to 40 hours, and Teacher Aides 13 to 60 hours per week). Except for one COR agency, volunteer help was limited in numbers as well as hours worked.

Population Ratios for Pupils, Classes and Teachers

To find out the ratio of students to class size and number of teachers to the latter, institutions were asked to group their children by grade levels. Available levels ranged from preschool to post-graduate with customary breakdowns in between. It was apparent that in some cases, teachers were working with children at more than one level. In others, usually junior and senior high school, teachers and classes were more specifically oriented to subject matter specialties.

CC institutions reported no children at the preschool, primary or post-graduate levels. MH settings tended to provide educational services for children across all levels. In each form of institution, the most

frequent numbers of students were enrolled at the intermediate, junior and senior high school levels. Class sizes were smallest in MH institutions averaging seven students per teacher. However, in all institutions it appeared that an attempt was being made to provide sufficient teachers to maintain a relatively small (approximately 10 students to 1 teacher) ratio. Complications were apparent at the Junior and Senior High School levels where curriculum was more specialized.

Subjects Formally Taught

Institutions responded with information that indicated an emphasis in four basic areas: English, Mathematics, Social Studies, and the Sciences. Next in priority were Physical Education, Fine Arts and Foreign Languages. Coursework offered was viewed as related to size of institution, level of agency program, population served and orientation to education. COR institutions were found to be offering the most balanced programs in these subject areas. MH agencies were found to offer the fewest of these formal courses to their students. Apart from subjects regularly taught as part of their standard curriculum, institutions were asked to indicate other courses formally taught that they felt added significantly to their OC program. Three CC, five MH, and one COR institution responded. The most predominant courses offered were Life Studies and Home Economics. Industrial Arts, Study Skills, Typing, Remedial Work, Geography, Outdoor Education, Religion, Manual Skills, and Self-Care Skills were emphasized. MH institutions offered the widest variety of additional courses and appeared to offer the most diversified overall educational program.

Educational Assessment

Institutions varied in their methods of assessing students. In general, across all agencies, teacher evaluations, achievement and

intelligence tests, as opposed to personality, aptitude and sociometric tests were used in educational assessment.

Physical Facilities

Thirteen of 19 responding institutions maintained a separate school building. Predominant facilities were classrooms (18 of 19 programs), Audio-Visual Service Area (18 of 19 programs), Library Facilities (17 of 19 programs) and Outdoor Recreation Area (16 of 19 programs). Eleven of 19 institutions maintained shops, 12 of 19 gyms, and 7 of 19 pools. Other available facilities mentioned by either CC or MH agencies were: a Learning Center for Independent Study, a Bowling Alley, a Mobile Training Unit, and a Ceramic and Crafts Center. The types of shops most often mentioned were industrial arts (woodworking, contract workshop, brick-masonry, meatcutting). Home Economics areas, beauty-barber shops, and school stores were also listed. MH institutions offered shop activity at all but one facility whereas only two CC and one COR institution mentioned these types of services.

Institutions were also asked if they used any community or public school facilities as part of their OC programs. Five agencies (25%) said yes. Those responding affirmatively used such resources as pools, public summer school programs, parks, visits to stores, local industries, and museums.

Community Education Programs

Of all institutions surveyed, only seven small CC institutions were providing this type of educational service for their children.

Form of School Programs

Interest was expressed in knowing the type of public school programs engaged in by students. Most of the children at the elementary level (grades 1 through 8) were enrolled in a standard school experience. A few children in three institutions were receiving some form of ancillary service, e.g., remedial reading, speech therapy, part-time enrollment in a special class program or exclusive enrollment in a special education program.

The majority of the children in the seven CC institutions were in senior high school. With the exception of four children who were receiving some form of special education, all senior high school students were in a standard educational program. The majority of these students (80%) were receiving a "general" education. Only two students were specifically enrolled in a college entrance program. The emphasis appeared to be on learning practical terminal-work related skills, e.g., business, vocational training, and general education.

Future Programming

Two of the seven institutions anticipated beginning an on-campus educational program within two years. In both cases, the cost for initiating the new program was not known. One planned to finance the complete costs of a school building, staff, and supplies for a significant number of its children while the other institution planned to begin on a limited basis using resources from within the institution and from school district funds. One institution felt that the type of child referred and selected would not be influenced by the new program while the other felt it would be able to accept some children with school problems not currently acceptable.

## Combined Education Programs

### General Information

Replies concerning administrative personnel were nominal from CC agencies (6 of 16 responded). All MH and COR agencies responded to these questions. The data indicate that in general, administrative personnel at CC institutions were receiving lower salaries than their counterparts in MH or COR agencies yet they tended to be more experienced in administration.

Institutions with CB educational programs tended to have more teaching personnel involved in their OC programs than did those institutions with OC programs only. However, part of this teaching force was composed of teacher aides, volunteers, house parents and tutors. There were also more part-time and summer school teachers employed at institutions with CB programs.

Most but not all teachers in the OC part of the CB program were certified teachers. There appeared to be more teachers available who were certified in both general and some area of special education. MH agencies had the most teachers certified in emotional disturbance and/or socially maladjusted ($\bar{X}$ = 5 teachers) while CC agencies had the fewest certified in these areas.

Data concerning teacher salary ranges was difficult to evaluate since some institutions paid part of their staff by the hour, some by the month, and some per 12-month annum. At CC institutions, salaries ranged from $5,000 to $13,000 per year for full-time teachers. MH agencies offered salaries of from $6,956 to $14,057 per annum. Smaller CC institutions and large MH agencies were paying the highest salaries. Since teaching experience and salary paid are usually interrelated, any data regarding salary must be interpreted with caution.

Less than one-third of the institutions surveyed had summer school teachers. Most of these teachers received $800 to $900 per month. Three MH agencies proved the exception with one reporting a salary of $625 per month and two others reporting summer school salary as part of the annual teaching rate. Part-time salaries ranged from $4.00 to $8.00 per hour for an unreported period of service. In general, teaching experience was again viewed as a possible factor in salaries paid.

Teachers in most institutions were experienced. Only two agencies reported having non-experienced personnel. Twelve institutions (3 MH, 9 CC) reported teachers with more than ten years experience.

Many of the OC school programs employed teacher aides (12 agencies) or had volunteers available (8 agencies). In 12 agencies, social workers were also viewed as a part of the OC program. In both CC and MH agencies more than one form of related staff allocations were in evidence, and, most were of a part-time nature. At 9 of 16 CC institutions, one to six social workers were involved in the OC education program 1-1/2 to 40 hours per week. At five MH agencies, teacher aides were employed from between 30 to 40 hours weekly.

OC Education Program

A total of 22 institutions reported information concerning their OC educational program. The most apparent trend was toward offering courses in English, mathematics, social studies and the sciences. Nineteen institutions offered school programs at the junior high level and 15 agencies offered programs at each of the other levels, primary through high school, except for one CC and three MH agencies offering post-graduate study. The general pattern in institutional programming seemed to be one in which as the population to be served became older educational services became more diversified. The major additions formally included for study were foreign

languages (CC agencies only), physical education and fine arts programs. Level of insertion of these subject areas differed per institution.

When institutions were asked if they taught subjects other than those listed in their basic program, 12 of 24 responded affirmatively. Only three CC institutions offered other areas of study (home economics, industrial arts, reading, applied psychology). Eight MH institutions offered broader educational alternatives (home economics, industrial arts, communication skills, speed reading, occupational studies, library skills, remedial tutoring, perceptual-motor training, self-help skills, and business education among others). The COR institution allowed some of their students to attend a vocational course offered by a local high school.

Twelve of 22 institutions responding had a school building. The remainder indicated they had designated an area within a building for school purposes. The usual physical arrangement was to divide available space into classrooms. Twenty-two settings had an audio-visual area, and 17 reported having an on-grounds library. Nine institutions (6 MH, 3 CC) reported use of existing shop facilities, and though 14 institutions (9 MH, 6 CC) were using their own gymnasiums, only five (4 MH, 1 CC) reported having and using their on-campus pool for educational programming.

CM Education Program

The questionnaire did not obtain information on those students who were attending both the OC and CM school programs, rather it asked about children "attending community schools only." Although five of 16 CC facilities did not respond in this area, it was apparent that such facilities were using public schools for many of their children. A trend was also noted in the more frequent use of public school facilities for students at upper grade levels.

To assess type of school program engaged in by students, programs were divided into preschool, elementary (grades 1-8), and secondary (grades 9-12). With one exception, the preschool programs were reported as either for educable mentally retarded or unspecified special education. Most children (65%) enrolled in elementary programs were participating in standard programs. The remaining children were either receiving some special education service (13%) or were enrolled full-time in special education programs (22%). In general, the special services mentioned were learning disability, mentally retarded, speech correction, physically handicapped and remedial tutoring. At the secondary level, students in most institutions were enrolled in a general education program, most often designed toward terminal work oriented skills. Only a very few students were enrolled in a college entrance program (10%). Approximately four percent of the students were receiving special services such as tutoring, services for non-hearing students, and unspecified special education assistance. Twelve percent of the students at the secondary level were enrolled in full-time special education programs for educable mentally retarded children.

Educational assessment of children attending OC and CM programs was accomplished in all but one case through a variety of methods. A combination of intelligence and achievement tests were most often used in addition to teacher evaluations. The use of aptitude tests was more common in this sample while personality tests and sociometric devices were less common. A scant six institutions provided additional information on assessment sources. Casework studies, psychiatric evaluations, reading tests, behavior rating scales, ancillary staff opinions, and other forms of diagnostic assessment were mentioned.

## Discussion

Several interesting aspects of the findings of this survey need to be considered. As a questionnaire of educational services available in institutions, the approach taken in this survey appears to have considerable merit. An extraordinary amount of data was generated through this approach most of which was very helpful in understanding educational programming in institutions.

Some of the findings of this survey were predictable by virtue of the types of institutions studied, e.g., it was to be expected that fewer degrees of program latitude would exist in COR institutions because of the societal and institutional constraints encumbent in their function. That some attempt was being made toward seeking alternative methods to meeting the educational needs of the students served was seen as highly commendable.

In reviewing obtained data, some harsh realities were apparent. One of the weakest links in programming seemed to be the uncertainty with which institutions were accounting for budgetary considerations. CC institutions appeared to be especially susceptible to this problem and this would appear to be an area in need of more careful attention.

Another area of concern is the paucity of qualified special education personnel at either the administrative or teaching levels. Though there can be no certainty that such personnel would perform in a superior fashion to the experienced personnel employed, it would certainly appear to be an area for further study and clarification. Further, this would seem to be a logical area of training need for colleges and universities to investigate. In public schools, specially trained personnel to work with handicapped junior and senior high school students is acknowledged as a critical national problem. Therefore, it is not inconsistent to find

institutions faced with the same problems. The difficulty arises in training personnel to function in a highly complex situation inundated with subject matter specialties. The alternative is to either accept younger children for residential care or to begin to make a concerted effort to prepare personnel to meet the challenge of helping older students. These issues should be viewed as primary educational targets for the 1970's.

The diversification of programming found in MH institutions is commendable. However, it should be mentioned that CC institutions do not frequently have the financial support that MH agencies do. Consideration must be given to finding various formats for programming so that it may be tailored to the child (e.g., short-term care vs long-term care, complexity of problems among others).

The trend of so few children leaving residential care with a college entrance program raises an interesting question: How can institutional services to children be improved so that a greater majority have an opportunity to pursue advanced education? Certainly not all children who are enrolled in terminal training programs in high school need to be so enrolled. Perhaps we are not intervening sufficiently to allow children to reach their potential while in attendance at an institution.

It is encouraging to see an influx of CB programs existing in institutions. Though in some cases this might possibly be a disadvantage, the trend toward alternatives that allow children to flow from one form of programming to another has considerable merit. Though this trend has been a prevalent one in CC institutions, that it is occurring in MH and COR agencies is a potentially positive sign for removing the isolation so often experienced by institutions in relation to community resources.

In summary, this study has attempted to bring together several salient aspects of residential educational programming for children in the State of Illinois. Some of the findings are encouraging. It is clear, however, that continual study needs to be undertaken to fully understand not only the qualitative aspects of programming for children but also ways of facilitating communication between institutions and communities to better articulate the pressing need to improve the service we are providing children in order that they may come to function to their fullest potential.

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# APPENDIX A

## COMPLETE SET OF TABLES RELATED TO SURVEY

TABLE 1

RELATIONSHIP OF INSTITUTIONAL SIZE TO LICENSED CAPACITY

| INSTITUTIONAL LICENSED CAPACITY | CC | | MH | | COR | |
|---|---|---|---|---|---|---|
| | NUMBER OF INSTITUTIONS LICENSED[1] | NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE[2] | NUMBER OF INSTITUTIONS LICENSED | NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE | NUMBER OF INSTITUTIONS LICENSED | NUMBER OF INSTITUTIONS WITHIN LICENSED RANGE |
| Small (N=1-50) | 23 | 19 | 10 | 6 | 2 | |
| Medium (N=51-200) | 8 | 11 | 5 | 7 | 3 | 5 |
| Large (N=200+) | | 1 | 1 | 3 | 3 | 3 |

[1]Number of institutions actually licensed to this capacity.

[2]Number of institutions reporting to serve this capacity, as arrived at by adding numbers of male plus female residents.

TABLE 2

SOURCES OF REFERRAL FOR CHILD CARE AND MENTAL HEALTH INSTITUTIONS

| SOURCES OF REFERRAL | NUMBER OF INSTITUTIONS | |
|---|---|---|
| | CC | MH |
| Courts | 18 | 11 |
| Teachers | 1 | 3 |
| Parents | 7 | 6 |
| Social Worker(s) | 7 | 4 |
| Psychologist/Psychiatrist | 4 | 6 |
| Referring Agencies | 19 | 9 |
| *Other | 8 | 2 |

*Other: Referrals came from the Department of Children and Family Services, MH Zone, and a Private Psychiatric Hospital.

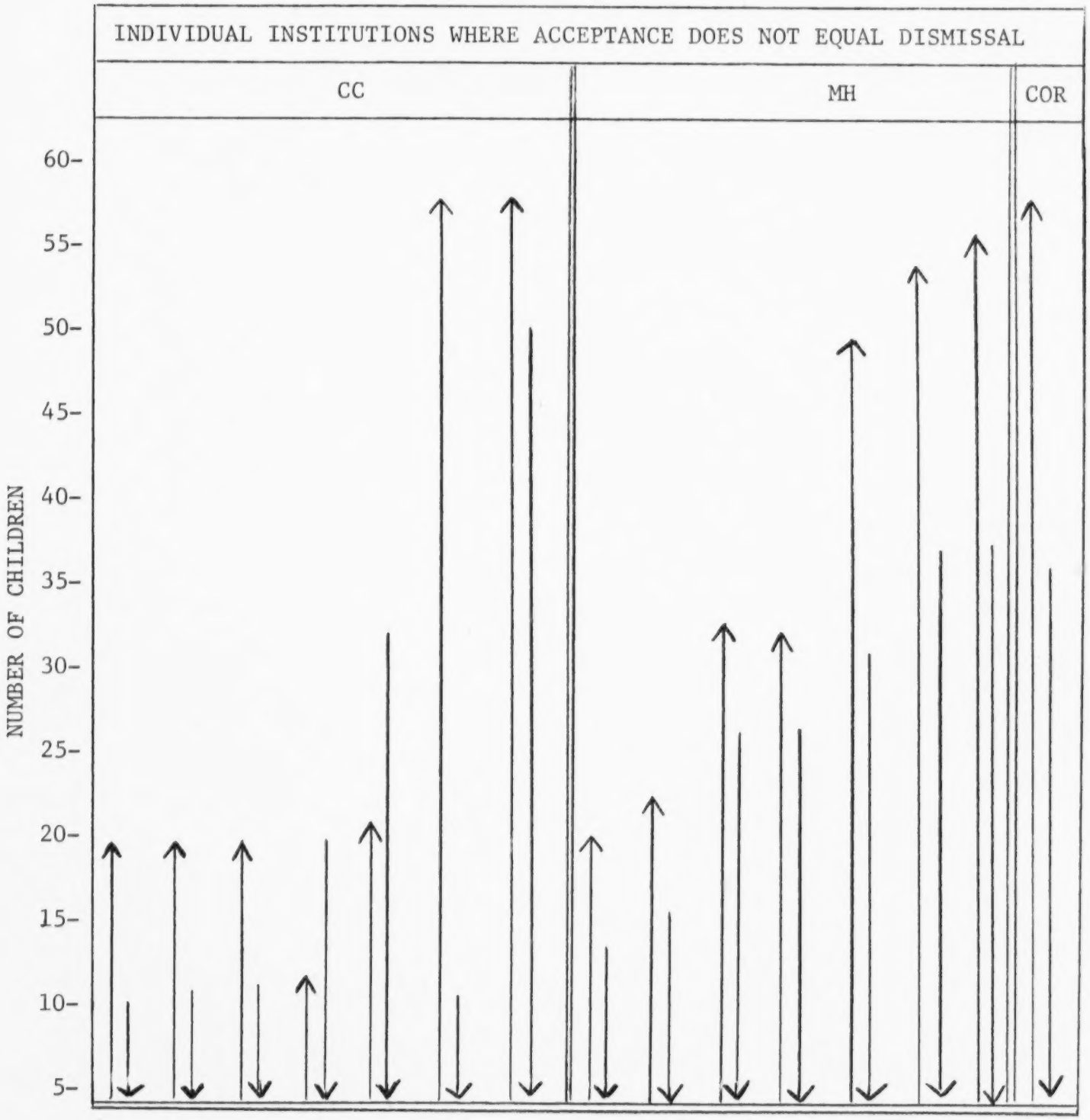
TABLE 3

ACCEPTANCE - DISMISSAL RATES
(FISCAL YEAR JULY 1, 1969-JUNE 30, 1970)

| RATES | NUMBER OF INSTITUTIONS | | |
|---|---|---|---|
| | CC | MH | COR |
| Acceptance Equals Dismissal | 22 | 8 | 5 |
| Acceptance Greater Than Dismissal | 5 | 6 | 1 |
| Acceptance Less Than Dismissal | 2 | | |
| Number Omitting This Information | 2 | 1 | 2 |

TABLE 4

UNEQUAL ACCEPTANCE - DISMISSAL RATES[1]




[1]Legend: ↑ = Acceptances, ↓ Dismissals

TABLE 5

AVERAGE LENGTH OF STAY AT INSTITUTION

| PERIOD OF TIME IN MONTHS | NUMBER OF INSTITUTIONS | | |
|---|---|---|---|
| | CC | MH | COR |
| 0 - 6 | 3 | 4 | 3 |
| 7 - 12 | 2 | 8 | 4 |
| 13 - 18 | 10 | 2 | 1 |
| 19 - 24 | 8 | 1 | |
| More Than 24 | 9 | 1 | |

TABLE 6

LENGTH OF FORMAL ORIENTATION TO INSTITUTION

| ORIENTATION PERIOD | NUMBER OF INSTITUTIONS | | |
|---|---|---|---|
| | CC | MH | COR |
| Less Than 1 Week | 7 | 3 | 1 |
| 1 or 2 Weeks | | | 3 |
| 3 or 4 Weeks | 4 | 1 | 1 |
| 5 or 6 Weeks | 2 | | |

TABLE 7

MENTAL HEALTH SERVICES BY SIZE OF INSTITUTION

| SERVICES OFFERED | NUMBER OF INSTITUTIONS BY SIZE | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | CC | | | MH | | | COR | |
| | S | M | L | S | M | L | M | L |
| Individual Casework | 17 | 9 | 1 | 6 | 5 | 3 | 4 | 3 |
| Group Work | 8 | 9 | 1 | 5 | 6 | 3 | 5 | 3 |
| Psychiatric Services | 8 | 9 | 1 | 5 | 6 | 2 | 1 | 3 |
| Medical Services | 14 | 8 | 1 | 5 | 6 | 3 | 4 | 3 |
| Social Worker Services | 17 | 7 | 1 | 5 | 6 | 3 | 2 | 2 |
| Other Individual or Group Counseling | 6 | 9 | 1 | 6 | 4 | 3 | 4 | 2 |
| Psychological Services | 10 | 8 | 1 | 5 | 6 | 3 | 2 | 3 |
| Other* | 4 | 4 | 1 | 3 | 5 | 1 | 3 | 1 |

*Other: CC - Counseling through the mental health clinic, education and social living conditions, religion, family therapy, tutoring, special education, therapeutic recreation.

MH - Special education, activity therapy, speech and hearing therapy and prevocational therapy.

COR - Behavior modification, differential treatment, activity programs, vocational training, recreational therapy.

TABLE 8

DIAGNOSTIC CATEGORIES OF SERVICED POPULATION

| CATEGORIES (Labels) | NUMBER OF INSTITUTIONS BY CATEGORY | | | | | |
|---|---|---|---|---|---|---|
| | CC | | MH | | COR | |
| | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED |
| Pre-delinquent | 7 | 11 | 1 | 4 | | |
| Delinquent | 4 | 3 | 1 | 4 | 8 | |
| Emotionally Disturbed | 17 | 7 | 14 | 2 | | |
| Dependent or Neglected | 12 | 9 | 1 | 5 | | 3 |
| Other* | 3 | 2 | 1 | 6 | | 1 |

*Other: Newborn infants, unwed mothers, felons, mentally retarded, multiply handicapped.

TABLE 9

AGE RANGE OF CHILDREN SERVED BY INSTITUTIONS

| AGE RANGE IN YEARS | NUMBER OF INSTITUTIONS SERVING THIS AGE RANGE[1] | | |
|---|---|---|---|
| | CC | MH | COR |
| 0 to 3 | 1 | | |
| 4 to 7 | 3 | 3 | |
| 8 to 12 | 11 | 6 | 1 |
| 13 to 18 | 22 | 12 | 7 |
| 19 to 22 | | 2 | 1 |
| Over 22 | | 1 | |
| Number of Omissions | 2 | 1 | |

[1]An institution can be counted in more than one age range.

TABLE 10

RACIAL CATEGORIES SERVED BY INSTITUTIONS

| RACIAL CATEGORIES | NUMBER OF INSTITUTIONS BY RACIAL CATEGORY | | | | | |
|---|---|---|---|---|---|---|
| | CC | | MH | | COR | |
| | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED | MOST FREQUENTLY SERVED | SECOND MOST FREQUENTLY SERVED |
| White | 31 | 1 | 15 | 1 | 3 | 3 |
| Black | | 26 | 3 | 13 | 7 | 1 |
| American Indian | | 10 | | | | 2 |
| *Other | | 4 | | | | |

*Other: Chicanos, Orientals, Puerto Ricans, and Spanish Americans

TABLE 11

SEX DISTRIBUTION OF INSTITUTIONAL POPULATION

| CATEGORY | NUMBER OF INSTITUTIONS | | |
|---|---|---|---|
| | CC | MH | COR |
| Males Only | 9 | | 6 |
| Females Only | 4 | | 2 |
| Males and Females | 18 | 16 | |

TABLE 12

NUMBER OF CHILDREN BY SEX SERVED IN ILLINOIS INSTITUTIONS[1]

| | NUMBER OF CHILDREN | | | |
|---|---|---|---|---|
| CATEGORY | CC | MH | COR | TOTAL |
| Males | 750 | 2,895 | 2,305 | 5,950 |
| Females | 774 | 2,047 | 565 | 3,386 |
| Total | 1,524 | 4,942 | 2,670 | 9,336 |

[1]Under the auspices of the Department of Mental Health, Department of Corrections, and the Child Care Association

TABLE 13

PRIMARY SOURCES OF INCOME FOR EDUCATIONAL EXPENDITURES AT CHILD CARE INSTITUTIONS BY FORM AND SIZE OF SCHOOL PROGRAM

| | NUMBER OF CC INSTITUTIONS | | | | | |
|---|---|---|---|---|---|---|
| INCOME SOURCES | CM | OC | | | CB | |
| | S | S | M | L | S | M |
| Private Donors | 4 | 2 | 1 | | 7 | 5 |
| Charities | 1 | | 1 | | 5 | 3 |
| Grants | 2 | | | | | |
| Tuition | 2 | | | 1 | | 2 |
| State Funds | 1 | 1 | 2 | | 5 | |
| Other* | 1 | 2 | 1 | | 2 | 3 |

*Other: County, School District, Orphan's Act, Institution Itself, Title I, Purchase of Care Act, Local Board of Education

TABLE 14

INSTITUTIONAL SUMMER SCHOOL PROGRAMS

| INSTITUTIONAL AVAILABILITY | CC | | | MH | | COR | | SUMS |
|---|---|---|---|---|---|---|---|---|
| | CM | OC | CB | OC | CB | OC | CB | |
| Summer School Program Available | 5 | 5 | 16 | 6 | 8 | 5 | 1 | 46 |
| Summer School Program Not Available | 1 | 2 | | 1 | 1 | | | 5 |
| | | | | | | | | 51* |

*Four institutions did not supply data on this topic.

TABLE 15

TUTORING PROGRAM

NUMBER OF INSTITUTIONS HAVING A TUTORING PROGRAM BY FORM OF PROGRAM

| INSTITUTIONAL AVAILABILITY | NUMBER OF INSTITUTIONS | | | | | | | SUMS |
|---|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | | |
| | CM | OC | CB | OC | CB | OC | CB | |
| Tutoring Program Available | 3 | 2 | 16 | 4 | 5 | 4 | | 34 |
| Tutoring Program Unavailable | 3 | 5 | | 2 | 4 | 3 | 1 | 18 |
| | | | | | | | | 52* |

*Three institutions did not supply data on this topic.

TABLE 16

TUTORING PROGRAM

NUMBER OF TUTORS BY INSTITUTIONAL TYPE
AND FORM OF EDUCATIONAL PROGRAM

| RANGE OF TUTORING STAFF | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| 1-2 | | 2 | 3 | 3 | 1 | | |
| 3-4 | 1 | | 8 | | 1 | 1 | |
| 5-10 | 1 | | 2 | | 2 | 1 | |
| 11-19 | | | | | 1 | | |
| 20 or more | 1 | | 1 | | | 2 | |

TABLE 17

TUTORING PROGRAM

NUMBER OF HOURS TUTORING CHILDREN DAILY*

| RANGE OF TUTORING STAFF | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| 0-1 hour | 2 | | 3 | | 3 | 1 | |
| 2-3 hours | 1 | 2 | 3 | 3 | | 2 | |
| 4-5 hours | | | 5 | | 1 | | |
| 6-7 hours | | | 1 | | | | |
| 8 or more hours | | | | 1 | 1 | | |

*Twenty-nine institutions supplied information on this topic.

TABLE 18

TUTORING PROGRAM

WEEKLY AVAILABILITY OF SERVICE*

| NUMBER OF DAYS PER WEEK AVAILABLE | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| 1 day | 1 | | | | | 1 | |
| 2 days | | | 3 | 3 | 1 | 1 | |
| 3 days | | 1 | 2 | | | | |
| 4 days | 1 | 1 | 2 | | 2 | 1 | |
| 5 days | 1 | | 7 | 2 | 2 | 1 | |

*Thirty-six institutions supplied information on this topic.

TABLE 19

TUTORING PROGRAM

NUMBER OF STUDENTS PER INSTITUTION USING SERVICE*

| PERCENT OF STUDENTS USING TUTORING SERVICE | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| Less than 25% | | | 2 | 3 | 2 | 2 | |
| About 25% | | | 3 | | 1 | 1 | |
| About 50% | 1 | 1 | 5 | 1 | 1 | | |
| About 75% | 1 | | 3 | | 1 | 1 | |
| All students | 1 | 1 | 1 | | | | |

*Thirty-two institutions provided information on this topic.

TABLE 20

TUTORING PROGRAM

EDUCATIONAL CERTIFICATION OF TUTORS

| AREA OF CERTIFICATION | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| General Education | 1 | | 9 | 1 | 1 | 3 | |
| Special Education | 2 | | 1 | 2 | 1 | 1 | 9 |
| Special Education Emotionally Disturbed/ Socially Maladjusted | | | 1 | 2 | | 1 | |

TABLE 21

RELATIONSHIP OF INSTITUTIONAL SIZE TO TYPE AND LOCATION OF EDUCATIONAL SERVICE PROVIDED

| INSTITUTIONAL SIZE | NUMBER OF INSTITUTIONS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | | MH | | COR | |
| | CM | OC | CB | OC | CB | OC | CB |
| Small (1-50) | 7 | 4 | 8 | 3 | 3 | | |
| Medium (51-200) | | 3 | 8 | 2 | 5 | 4 | 1 |
| Large (Over 200) | | 1 | | 2 | 1 | 3 | |
| Totals Per Category | 7 | 8 | 16 | 7 | 9 | 7 | 1 |

TABLE 22

ON-CAMPUS EDUCATION PROGRAMS

NUMBER OF TEACHERS AND TYPE OF POSITION HELD

| TYPE OF POSITION | NUMBER OF TEACHERS | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | MH | | | COR | |
| | S | M | S | M | L | M | L |
| Academic Year | 6 | 12 | | 9 | 37 | 33 | 74 |
| Part Time | | | 3 | | | 7 | 9 |
| Summer Program | 4 | 2 | | 1 | | 2 | |
| Summer Part Time | 4 | 8 | | | | | |
| Other* | | | | | 6 | | |

*Other: Vocational instructors.

TABLE 23

ON-CAMPUS EDUCATION PROGRAMS

CERTIFICATION OF TEACHING PERSONNEL[1]

| AREA OF CERTIFICATION | NUMBER OF CERTIFIED TEACHERS | | |
|---|---|---|---|
| | CC | MH | COR |
| General Education | 19 | 14 | 86+* |
| Special Education, Unspecified | | 44 | 25 |
| Special Education Emotionally Disturbed/ Socially Maladjusted Option | | 11 | |

[1]Overlap may exist within an institution, e.g., both special education and general education certification.

*The plus sign indicated that for two institutions data provided said that all teachers were certified only in general education. Number was unspecified.

TABLE 24

ON-CAMPUS EDUCATION PROGRAMS

AVERAGE MONTHLY SALARY PAID TEACHERS

| TYPE OF POSITION | AVERAGE RANGE OF MONTHLY SALARY PAID | | | | | | |
|---|---|---|---|---|---|---|---|
| | CC | | MH | | | COR | |
| | S | M | S | M | L | M | L |
| Full Time | 1155 to 1528 | 905 to 1333 | 1278 to 1332 | 595 to 944 | 721 to 1088 | 788 to 917 | 730 to 1141 |
| Part Time | 1219 | 450 | | 625 | | 7.50/ Hr. | |
| Summer Full Time | | 600 | 767 | | | 750 to 917 | 800 |
| Summer Part Time | 1217 | 785 | | | | | |

TABLE 25

ON-CAMPUS EDUCATION PROGRAMS

RANGE AND AVERAGE NUMBER OF YEARS TEACHING EXPERIENCE[1]

| TYPE OF POSITION | RANGE AND AVERAGE YEARS OF TEACHING EXPERIENCE | | | | | |
|---|---|---|---|---|---|---|
| | CC | | MH | | COR | |
| | Range | Average | Range | Average | Range | Average |
| Full Time | 1-42 | 18 | 2-15 | 5 | | 9 |
| Part Time | 2-5 | 20 | | 15 | | 10 |
| Summer Full Time | | | | | | 11 |
| Summer Part Time | | 16 | | | | |

[1]Some institutions provided a range of years of teaching experience. Other institutions gave only an average number of years of teaching experience to represent their staff. In the latter case a mean of the means was computed to represent these institutions. Non over-lapping data is presented to illustrate both sets of information.

TABLE 26

ON-CAMPUS EDUCATION PROGRAMS

RANGES FOR NUMBER OF STAFF AND HOURS
EMPLOYED BY ANCILLARY STAFF

| TYPE OF POSITION | CC | MH | COR |
|---|---|---|---|
| School Counselors: | | | |
| Number | | | 1 to 19 |
| Hours | | | 40 |
| Social Workers: | | | |
| Number | 1 to 3 | 3 to 4 | 2 to 4 |
| Hours | 20 to 40 | 6 to 10 | 40 |
| Psychologists: | | | |
| Number | 1 | 1 to 2 | 2 to 3 |
| Hours | 2 | 3 to 40 | 40 |
| Psychiatrists: | | | |
| Number | 1 | 2 | 1 |
| Hours | 5 | 12 | 8 to 40 |
| Teachers Aides: | | | |
| Number | 1 | 1 to 10 | |
| Hours | 3 | 40 | |
| Volunteers: | | | |
| Number | 3 to 4 | 1 to 2 | 12 to 60 |
| Hours | 6 to 10 | 2 to 6 | 1-1/2 to 2 |
| Others:* | | | |
| Number | 5 | 1 to 5 | 1 to 13 |
| Hours | 5 | 12 to 40 | 40 |

*Others: Institutional counselors, correctional counselors, consultants, activity therapists, speech therapists and audiologists.

TABLE 27

ON-CAMPUS EDUCATION PROGRAMS

RANGE OF PUPIL TO CLASSROOM TO TEACHER RATIOS

| | RANGES OF PUPILS TO CLASSROOMS TO TEACHERS EXPRESSED AS RATIOS (P:C:T) | | |
|---|---|---|---|
| GRADE LEVELS | CC | MH | COR |
| Preschool | | 5:1:1 to 13:-:1 | |
| Primary (1-3) | | 7:1:5[A] to 52:7:5 | 17:6:7 to 24:7:7 |
| Intermediate (4-6) | 4:1:7 to 7:1:1 | 10:2:5 to 19:-:1 | 15:12:4 to 64:6:7 |
| Junior High (7-9) | 5:10:1 to 63:3:7 | 8:1:5 to 22:-:2 | 15:2:4 to 66:8:4 |
| Senior High (10-12) | 15:1:7 to 46:-:2 | 8:1:5 to 12:-:1 | 12:7:8 to 56:7:6 |
| Post Graduate | | 26:8:2[B] | |
| Other* | | 617:23:18[B] | |

*Other: Multiply handicapped persons, building training.

[A]These are educable mentally handicapped and trainable mentally handicapped persons.

[B]Only one institution provided this information.

TABLE 28

ON-CAMPUS EDUCATION PROGRAMS

INSTRUMENTS USED FOR EDUCATIONAL ASSESSMENT

| TYPE OF INSTRUMENT | NUMBER OF INSTITUTIONS USING INSTRUMENTS | | |
|---|---|---|---|
| | CC | MH | COR |
| Personality Tests | 1 | 4 | 2 |
| Intelligence Tests | 2 | 7 | 5 |
| Sociometric Tests | 1 | | 1 |
| Aptitude Tests | 2 | 2 | 2 |
| Achievement Tests | 3 | 7 | 7 |
| Teacher Evaluation | 5 | 6 | 6 |
| Other* | | 1 | 1 |

*Other: Behavior modification procedures, clinical notes.

TABLE 29

ON-CAMPUS EDUCATION PROGRAMS

PHYSICAL FACILITIES AVAILABLE AND USED[1]

| FACILITIES | NUMBER OF INSTITUTIONS USING FACILITY | | |
|---|---|---|---|
| | CC | MH | COR |
| Shops | 3 | 6 | 2 |
| Gymnasiums | 3 | 4 | 5 |
| Pools | 3 | 1 | 3 |
| Outdoor Recreation Area | 5 | 6 | 5 |
| School Building | 3 | 3 | 7 |
| School Area in Building | 3 | 5 | 5 |
| Classrooms | 5 | 6 | 7 |
| Libraries | 4 | 6 | 7 |
| Audio-Visual Aides | 5 | 6 | 7 |
| Other* | 1 | 3 | |

*Other: Learning center for independent study, bowling alley, mobile training unit, and a ceramic and crafts center.

[1]Information was provided on this topic by 19 institutions.

TABLE 30

COMMUNITY EDUCATION PROGRAMS

STUDENT ENROLLMENT IN VARIOUS TYPES OF ELEMENTARY LEVEL PROGRAMS

| TYPE OF PROGRAM | TOTAL STUDENT ENROLLMENT |
|---|---|
| Standard | 67 |
| Standard with Special Services* | 7 |
| Full-Time Special Services* | 6 |

*Special services reported were: remedial reading, speech therapy, part or full-time educable mentally retarded programs.

TABLE 31

COMMUNITY EDUCATION PROGRAMS

NUMBER OF STUDENTS IN VARIOUS SECONDARY EDUCATION LEVEL PROGRAMS AT CHILD CARE INSTITUTIONS

| TYPE OF PROGRAM | NUMBER OF STUDENTS ENROLLED |
|---|---|
| Standard College Entrance | 2 |
| Business | 4 |
| Vocational | 8 |
| General Education | 72 |
| Standard Program with Special Services* | 1 |
| Special Services Only* | 3 |

*Types of services were not specifically listed.

TABLE 32

COMBINED EDUCATION PROGRAMS

NUMBER OF TEACHING PERSONNEL EMPLOYED
IN ON-CAMPUS EDUCATION PROGRAM

| | NUMBER OF TEACHERS EMPLOYED[1] | | |
|---|---|---|---|
| TYPE OF POSITION HELD | CC | MH | COR |
| Full Time | 32 | 81 | 4 |
| Part Time | 22 | | |
| Summer Full Time | 10 | 25 | 5 |
| Summer Part Time | 2 | 11 | |
| Other Personnel* | 60 | | 2 |

[1]Number of institutions providing information were: CC = 16; MH = 9; COR = 1.

*Other Personnel = teacher aides, volunteers.

TABLE 33

COMBINED EDUCATION PROGRAMS

RANGES FOR NUMBER OF STAFF AND HOURS EMPLOYED BY
ANCILLARY STAFF IN ON-CAMPUS PROGRAMS

| TYPE OF POSITION | | CC | MH | COR |
|---|---|---|---|---|
| School Counselor: | Number | 1 | 2 | |
| | Hours | 10 | 30 | |
| Social Workers: | Number | 1 to [illegible] | 1 | |
| | Hours | 1-1/2 to 40 | 5 to 40 | |
| Psychologists: | Number | 1 to 5 | 1 to 3 | |
| | Hours | 10 to 40 | 6 to 40 | |
| Psychiatrists: | Number | 1 to 3 | 1 | |
| | Hours | 4 to 8 | 5 to 40 | |
| Teacher Aides: | Number | 1 to 2 | 1 to 4 | 2 to 3 |
| | Hours | 4-1/2 to 35 | 30 to 40 | 37-1/2 to 40 |
| Volunteers: | Number | 3 to 5 | 2 to 12 | |
| | Hours | 6 to 9 | 4 to 5 | |
| Other* | Number | 1 | | |
| | Hours | 3 to 25 | | |

*Other: Caseworker, Recreation Man, Educational Consultant, Activity Therapist, Speech Therapist, Vocational Instructor.

TABLE 34

COMBINED EDUCATION PROGRAMS

PHYSICAL FACILITIES AVAILABLE AND USED
IN THE ON-CAMPUS PROGRAM

| | NUMBER OF INSTITUTIONS USING FACILITIES | | |
|---|---|---|---|
| FACILITIES | CC | MH | COR |
| Shops | 4 | 6 | |
| Gymnasiums | 5 | 9 | |
| Pools | 1 | 4 | |
| Outdoor Recreation Area | 9 | 9 | 1 |
| School Building | 6 | 5 | 1 |
| School Area in Building | 6 | 8 | |
| Classrooms | 12 | 9 | 1 |
| Libraries | 8 | 9 | |
| Audio-Visual Aides | 12 | 9 | 1 |
| Other* | 1 | | |

*Other: Domestic Sciences.

TABLE 35

COMBINED EDUCATION PROGRAMS

RATIO RANGES OF PUPIL TO CLASSROOM TO TEACHER
IN THE ON-CAMPUS PROGRAM

| | RANGES OF PUPILS TO CLASSROOMS TO TEACHERS EXPRESSED AS RATIOS (P:C:T) | | |
|---|---|---|---|
| GRADE LEVELS | CC | MH | COR |
| Preschool | 10:1:1[A] | 20:2:1 to 10:3:1 | |
| Primary (1-3) | 1:1:1 to 7:1:1 | 2:1:1 to 20:1:1 | |
| Intermediate (4-6) | 12:1:4 to 7:1:1 | 5:2:2 to 23:5:3 | |
| Junior High | 1:1:4 to 30:3:4 | 1:2:2 to 12:2:2 | 60:21:7[A] |
| Senior High | 5:1:1 to 10:4:- | 4:1:2 to 12:1:1 | |
| Other* | 35:6:6[A] | 6:-:-[A] | 143:-:-[A] |

*Other: Ungraded, and self-help skills.

[A] Where no range appears, only one institution provided information.

TABLE 36

COMBINED EDUCATION PROGRAMS

LENGTH OF SCHOOL DAY PER ON-CAMPUS SCHOOL PROGRAM

| | NUMBER OF INSTITUTIONS PER CATEGORY[1] | | |
|---|---|---|---|
| RANGE OF IN-SCHOOL HOURS | CC | MH | COR |
| 1-2 | 4 | 1 | |
| 3-4 | | 3 | 1 |
| 5-6 | 9 | 5 | |
| 7-8 | | 1 | |

[1]Number of institutions providing information were: CC = 13; MH = 10; COR = 1.

TABLE 37

COMBINED EDUCATION PROGRAMS

NUMBER OF STUDENTS ATTENDING COMMUNITY SCHOOLS BY LEVEL OF PROGRAM

| | NUMBER OF STUDENTS ENROLLED | | |
|---|---|---|---|
| GRADE LEVELS | CC | MH | COR |
| Preschool | 2 | | |
| Primary (1-3) | 26 | 7 | |
| Intermediate (4-6) | 53 | 7 | |
| Junior High (7-9) | 77 | 24 | 7 |
| Senior High (10-12) | 80 | 23 | 13 |
| Other* | | 5 | |

*Other: Adult Evening School.

TABLE 38

COMBINED EDUCATION PROGRAMS

STUDENT ENROLLMENT IN VARIOUS TYPES OF
COMMUNITY ELEMENTARY PROGRAMS

| | TOTAL STUDENT ENROLLMENT[1] | | |
|---|---|---|---|
| TYPE OF PROGRAM | CC | MH | COR |
| Standard | 93 | 15 | |
| Standard with Special Services | 13 | 7 | |
| Full Time Special Services | 27 | | |

[1]Number of institutions providing information were: CC = 9; MH = 5.

TABLE 39

COMMUNITY EDUCATION PROGRAMS

NUMBER OF STUDENTS IN VARIOUS SECONDARY
EDUCATION LEVEL PROGRAMS[1]

| | NUMBER OF STUDENTS ENROLLED | | |
|---|---|---|---|
| TYPE OF PROGRAM | CC | MH | COR |
| Standard College Entrance | 20 | 2 | |
| Business | 5 | 11 | |
| Vocational | 13 | | 7 |
| General Education | 68 | 58 | 1 |
| Standard Program with Special Services | 4 | 4 | |
| Special Services Only | 4 | 23 | |
| Other* | 8 | 14 | |

[1]Number of institutions providing information were: CC=8; MH = 7; COR = 1.

*Other: Remedial Diversified Cooperative Education, and Driver Training.

TABLE 40

COMBINED EDUCATION PROGRAMS

INSTRUMENTS USED FOR EDUCATIONAL ASSESSMENT[1]

| TYPE OF INSTRUMENT | NUMBER OF INSTITUTIONS USING INSTRUMENTS | | |
|---|---|---|---|
| | CC | MH | COR |
| Personality Tests | 4 | 4 | |
| Intelligence Tests | 11 | 9 | 1 |
| Sociometric Tests | 4 | 3 | |
| Attitude Tests | 10 | 9 | 1 |
| Achievement Tests | 10 | 9 | 1 |
| Teacher Evaluation | 12 | 9 | 1 |
| Other* | 2 | 4 | |

[1]Number of institutions providing this information were: CC = 15, MH = 9, COR = 1.

*Other: Caseworker's evaluation, psychiatric evaluation, reading tests, educational diagnostic evaluations, staff opinions, behavior rating scales.

# APPENDIX B

## QUESTIONNAIRE USED IN SURVEY

# PART I

## General Information

## on

## Institution and Education Program

This section should be completed by ALL institutions.

Upon completing Part I, read the directions and complete only the appropriate section of Part II specifically related to your educational program.

Part I: GENERAL INFORMATION ON INSTITUTION AND EDUCATIONAL PROGRAMMING

A. General Description of the Institution

1. What is the licensed capacity for the number of children that you may serve? Check the range which is most appropriate for you.

____ 1-25
____ 26-50
____ 51-100
____ 101-200
____ 201-300
____ over 300.

2. How many children are currently served? Check the best estimate.

____ Over 10 less than licensed capacity
____ 10 or less than licensed capacity
____ Equal to licensed capacity
____ Up to 10 more than licensed capcity
____ 10 or more than licensed capacity.

3. What was the approximate number of children accepted in the last year and the number dismissed? (Use July 1, 1969 to June 30, 1970 as dates for computing numbers.)

| Accepted | Dismissed |
|---|---|
| ____ 0-9 | ____ 0-9 |
| ____ 10-19 | ____ 10-19 |
| ____ 20-29 | ____ 20-29 |
| ____ 30-39 | ____ 30-39 |
| ____ 40-49 | ____ 40-49 |
| ____ 50 or more. | ____ 50 or more. |

4. What is the usual length of stay for children at your institution?

____ 0-6 months
____ 7-12 months
____ 13-18 months
____ 19-24 months
____ more than 24 months.

General Description of the Institution (continued)

5. Please check your major sources of child referral:

____ Courts
____ Teachers
____ Parents
____ Social Workers
____ Psychologists or Psychiatrists
____ Referring agencies
____ Other (please specify) _____

6. Do you have a formal orientation period for children at your institution? ____ No ____ Yes. What is its approximate length?

____ less than 1 week
____ 1-2 weeks
____ 3-4 weeks
____ 5-6 weeks
____ more than 6 weeks.

7. Does your institution have an after care program for dismissed/ discharged children? ____ Yes ____ No.

8. What services do you offer children? (Check those that apply.)

____ Individual casework
____ Group work
____ Psychiatric services
____ Psychological services
____ Medical services
____ Social worker
____ Other individual and/or group counseling
____ Other (please specify) _____

B. Description of Children Served

1. Please indicate by placing a one (1) next to the category of those children that you most typically serve.

____ Predelinquent
____ Delinquent
____ Emotionally Disturbed
____ Dependent and Neglected
____ Other (please specify) _____

Description of Children Served (continued)

2. Now place a two (2) next to one of the above categories which describes any other children you usually serve.

3. Of children most frequently served, what is the approximate range for each of the following categories? (Check the appropriate blanks)

| Age Distribution | Intelligence Range |
|---|---|
| ____ 0-3 years | ____ 0-24 |
| ____ 4-7 years | ____ 25-49 |
| ____ 8-12 years | ____ 50-74 |
| ____ 13-18 years | ____ 75-89 |
| ____ 19-22 years | ____ 90-109 |
| ____ over 22 years | ____ 110+ |

4. What is the predominant religious affiliation of the children served by your institution? (Check the appropriate blank)

| | |
|---|---|
| ____ Catholic | ____ Protestant |
| ____ Jewish | ____ Other (please specify) |
| | _____ |

5. What is (are) the predominant race(s) served by your institution? (Number the appropriate races in descending order, e.g., 1 = most predominant, 2 = less predominant)

| | |
|---|---|
| ____ Caucasian | ____ Indian (American) |
| ____ Negroid | ____ Other (please specify) |
| | _____ |

6. How many males, and how many females does your institution serve annually?

____ Number of males
____ Number of females

C. Description of Sources of Income and Support for Educational Programming

1. Are you currently receiving any state or federal support for your education program? ____ No ____ Yes. If yes, please briefly describe the type and nature of this support.

_____
_____
_____
_____
_____
_____

Description of Sources of Income and Support for Educational Programming (continued)

2. What are your primary sources of income for financing educational expenditures? (Check below.) If you have no main sources for the educational expenses, PLACE AN X by those main financial sources used for the institution in general.

____ Private donors
____ Charities
____ Grants
____ Tuition
____ Other (please specify) _____

3. What is the cost per child per academic year for your education program, approximately? (Please give your best estimate.)
$_____

4. Do your children attend a summer school program? ____ No ____ Yes. Please give an estimate of the average cost per child for this program. $_____

5. What is your total yearly budgeted expenditure for educational programming? (Please give your most current estimate.) $_____

6. Do you charge tuition for educational services? ____ No ____ Yes. Are all students charged? ____ Yes ____ No. Why are some exempted? (Please answer as briefly as possible.) _____
_____
_____
_____

D. Personnel Information on Educational Programming

1. Who is responsible for the overall administration of educational programming at your institution?

____ Institution itself
____ Private board of trustees
____ Local board of education
____ State superintendent
____ Other (please specify) _____

Personnel Information on Educational Programming (continued)

2. Are all related educational staff hired by the institution?
___ Yes ___ No. If not, who hires:

1. Administrators? _____
2. Counselors? _____
3. Social workers? _____
4. Psychologists? _____
5. Others (please specify position)? _____

3. Who employs the teachers of your children?

___ Institution itself
___ Local board of education
___ Both of the above
___ Other (please specify) _____

E. Description of the Tutoring Program

Do you have a tutoring program? ___ Yes ___ No. If not, skip to Section F.

1. How many tutors do you have? ___1-2, ___3-4, ___5-10, ___11-19, ___20 or more.

2. How many hours per day is this service available? ___0-1, ___2-3, ___4-5, ___6-7, ___8 or more.

3. How many days per week is it available? ___ one, ___ two, ___ three, ___ four, ___ five, ___ six, ___ seven.

4. How many of your students use this service? ___ very few,

___ about 1/4 of the students, ___ about 1/2, ___ about 3/4, ___ all students.

5. Are your tutors paid? ___ No ___ Yes. If so, what is their salary range? Please give your best estimate. $_____
Where do the funds come from to pay for the cost of your tutoring program? _____

Description of the Tutoring Program (continued)

6. Please provide the following information concerning a representative example of your tutoring staff:

   a. Highest degree earned _____
   b. Area of specialization _____
   c. Years of teaching experience _____
   d. Certification:
      General education _____
      Special education _____
      Specifically in emotional disturbance and/or socially maladjusted _____

F. Transportation

Is transportation necessary for your education program? ____ Yes ____ No. If not, skip to asterisks (**).

1. How are your children transported to and from school? ____ bus, ____ car pool, ____ train, ____ subway, ____ other (please specify) _____.

2. What is the approximate cost of school transportation to the institution per school year? Please give your best estimate. $_____.

3. How is this service financed? _____
_____

**Types of Educational Programs (PLEASE READ CAREFULLY!)

1. WHAT TYPE OF EDUCATIONAL PROGRAM DO YOU HAVE?

   A. ON-CAMPUS PROGRAM ONLY. (PLEASE TURN TO PAGE 7 AND DO PART II, SECTION A, PINK SHEETS)

   B. USE OF COMMUNITY SCHOOL ONLY. (PLEASE TURN TO PAGE 11 AND DO PART II, SECTION B, BLUE SHEETS.)

   C. A COMBINED PROGRAM OF ON-CAMPUS AND COMMUNITY SCHOOLS. (PLEASE TURN TO PAGE 14 AND DO PART II, SECTION C, YELLOW SHEETS.)

PART II

Section A

Education Program ON-CAMPUS ONLY

NOTE: ONLY THOSE INSTITUTIONS THAT HAVE THEIR TOTAL EDUCATION PROGRAM CONTAINED WITHIN THE INSTITUTION ITSELF SHOULD COMPLETE THIS SECTION.

PART II: SPECIFIC INFORMATION ON EDUCATION PROGRAMMING

Section A: On-Campus Program

1. Please complete the following information concerning the 1969-70 administrative personnel of your on-campus education program during the academic school year (September-June).

| Title | Number Employed | Approximate Salary Range | Years of Experience Administrative | Years of Experience Teaching |
|---|---|---|---|---|
| a. Full time: | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| b. Part time: | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| c. Other: (please specify) | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |

2. Please complete the following on your on-campus teaching staff for the academic year (September, 1969 - June, 1970). (Use same categories as above)

| | | | |
|---|---|---|---|
| a. Full time: | _____ | $_____ | _____ |
| b. Part time: | _____ | $_____ | _____ |
| c. Other: (please specify) | | | |
| _____ | _____ | $_____ | _____ |

3. If you have an on-campus summer school program, please include the same information in parentheses next to the information given in the above two questions.

4. How many of your on-campus teachers are certified in:

An area of general education? _____
An area of special education? _____
Specifically in the area(s) of emotional disturbance and/or socially maladjusted? _____

Section A (continued)

5. Please indicate the number of related staff involved in your on-campus education program. Also, please give the total number of hours per week (on the average) that each devotes to the educational program.

| | Number | Hours Per Week (Ave.) |
|---|---|---|
| School counselors | ____ | ____ |
| Social workers | ____ | ____ |
| Psychologists | ____ | ____ |
| Psychiatrists | ____ | ____ |
| Teacher's aides | ____ | ____ |
| Volunteers | ____ | ____ |
| Others (please specify) | | |
| _____ | ____ | ____ |

6. Please check the subject areas that are formally taught as part of your on-campus educational program.

| | English | Math | Social Studies | Sciences | Phys. Ed. | Fine Arts | Foreign Language |
|---|---|---|---|---|---|---|---|
| a. Primary | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| b. Intermediate | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| c. Junior high | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| d. Senior high | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| e. Post graduate | ___ | ___ | ___ | ___ | ___ | ___ | ___ |
| f. Other (please specify) | | | | | | | |
| _____ | ___ | ___ | ___ | ___ | ___ | ___ | ___ |

7. Apart from the regular subject areas (e.g., requirements of the state), are there other subjects taught that you feel have significance to your on-campus program? ____ No ____ Yes. If so, please list them here.

_____

_____

_____

8. Please provide the following information for each of the following levels of educational programming appropriate to your on-campus program. (Question 8 continued on next page.)

Section A (continued)

| | Number of Students | Number of Classes | Number of Teachers |
|---|---|---|---|
| Preschool | _____ | _____ | _____ |
| Primary (grades 1-3) | _____ | _____ | _____ |
| Intermediate (grades 4-6) | _____ | _____ | _____ |
| Junior high (grades 7-9) | _____ | _____ | _____ |
| Senior high (grades 10-12) | _____ | _____ | _____ |
| Post graduate | _____ | _____ | _____ |
| Other (please specify) _____ | _____ | _____ | _____ |

9. What instruments do you use in your educational assessment of children? (Please check below.)

____ Personality tests
____ Intelligence tests
____ Sociometric tests
____ Aptitude tests
____ Achievement tests
____ Teacher evaluation
____ Other (please specify) _____

10. What physical facilities are available for use for your on-campus educational program? Check the left most columns below. Of these, which do you use? Check the right most columns below.

| Facilities | Available | | Used | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Shops (please list) _____ | ___ | ___ | ___ | ___ |
| Gymnasium | ___ | ___ | ___ | ___ |
| Pool | ___ | ___ | ___ | ___ |
| Outdoor recreation area | ___ | ___ | ___ | ___ |
| School building | ___ | ___ | ___ | ___ |
| School area in a building | ___ | ___ | ___ | ___ |
| Classroom(s) How many? _____ | ___ | ___ | ___ | ___ |
| Library facilities | ___ | ___ | ___ | ___ |
| Audio-visual aids | ___ | ___ | ___ | ___ |
| Other (please specify) _____ | | | | |
| _____ | ___ | ___ | ___ | ___ |

Section A: On-Campus Program (continued)

11. Do you use any community or public school facilities as part of your on-campus education program? ____ No ____ Yes. If so, please indicate which ones, and the extent of their use. _____

_____

_____

_____

STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONAIRE-SURVEY. PLEASE RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR YOUR HELP.

PART II

Section B

Education Program in COMMUNITY SCHOOLS ONLY

NOTE: ONLY THOSE INSTITUTIONS THAT HAVE THEIR TOTAL EDUCATION PROGRAM BASED IN COMMUNITY SCHOOLS SHOULD COMPLETE THIS SECTION

PART II: SPECIFIC INFORMATION ON EDUCATIONAL PROGRAMMING

Section B: Use of Community Schools Only

1. Please provide the following information for each of the following levels of educational programming appropriate to your community schools program.

| | Number of Students | Number of Classes | Number of Teachers |
|---|---|---|---|
| Preschool | _____ | _____ | _____ |
| Primary (grades 1-3) | _____ | _____ | _____ |
| Intermediate (grades 4-6) | _____ | _____ | _____ |
| Junior high (grades 7-9) | _____ | _____ | _____ |
| Senior high (grades 10-12) | _____ | _____ | _____ |
| Post graduate | _____ | _____ | _____ |
| Other (please specify) _____ | _____ | _____ | _____ |

2. Please provide the following information concerning the types of educational experiences your children are receiving in the community schools. (Fill in where appropriate)

| | Number of Students Enrolled |
|---|---|
| a. Elementary level (grades 1-8) | |
| 1) Standard education program | ____ |
| 2) Standard education program WITH part-time special services. (please list _____ | ____ |
| 3) Receiving special services only. (please list) _____ | ____ |

Section B: Question #2 (continued)

| | Number of Students Enrolled |
|---|---|
| b. Secondary level (grades 9-12) | |
| 1) Standard education program | |
| a) College entrance program | ____ |
| b) Business program | ____ |
| c) Vocational program | ____ |
| d) General program | ____ |
| e) Other (please list) | ____ |
| _____ | |
| 2) Standard education program WITH part-time special services. (please list) | ____ |
| _____ | |
| 3) Receiving special services on a full-time basis. (please list) _____ | ____ |

3. Do you anticipate beginning an education program on the grounds for some or all of your children within the next two years?
____ Yes ____ No. If not, skip to asterisks (**).

a. From where will your staff be obtained? /Check appropriate area(s)/

____ Community schools
____ Institutional staff
____ New staff
____ From both the community school staff and the institutional staff.
____ Other (please list)

b. Approximately how many students do you anticipate serving? Please give your best estimate. _____

c. Where do you expect classes to be housed? _____

d. What is the anticipated cost of this service? $_____
How will it be financed? _____
_____
_____

Section B: Question #3 (continued)

e. Will this service affect intake procedures? ____ No ____ Yes. If so, how will these procedures be affected? Please answer briefly. _____

_____

_____

_____

_____

** STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONAIRE-SURVEY. PLEASE RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR YOUR HELP.

# PART II

## Section C

## Combined Community and On-Campus SCHOOL PROGRAMS

NOTE: ONLY THOSE INSTITUTIONS THAT HAVE A COMBINED EDUCATION PROGRAM INVOLVING BOTH AN INSTITUTIONAL SCHOOL PROGRAM AND A COMMUNITY BASED SCHOOL PROGRAM SHOULD COMPLETE THIS SECTION

## PART II: SPECIFIC INFORMATION ON EDUCATIONAL PROGRAMMING

### Section C: Combined Community and On-Campus School Programs

1. Please complete the following information concerning the 1969-70 administrative personnel of your on-campus education program during the academic school year (September-June).

| Title | Number Employed | Approximate Salary Range | Years of Experience Administrative | Years of Experience Teaching |
|---|---|---|---|---|
| a. Full time: | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| b. Part time: | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| c. Other: (please specify) | | | | |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |
| _____ | _____ | $_____ | _____ | _____ |

2. Please complete the following on your on-campus teaching staff for the academic year (September, 1969 - June, 1970). (Use same categories as above)

| | | | |
|---|---|---|---|
| a. Full time: | _____ | $_____ | _____ |
| b. Part time: | _____ | $_____ | _____ |
| c. Other: (please specify) | | | |
| _____ | _____ | $_____ | _____ |

3. If you have an on-campus summer school program, please include the same information in parentheses next to the information given in the above two questions.

4. How many of your on-campus teachers are certified in:

An area of general education? _____
An area of special education? _____
Specifically in the area(s) of emotional disturbance and/or socially maladjusted? _____

Section C (continued)

5. Please indicate the number of related staff involved in your on-campus education program. Also, please give the total number of hours per week (on the average) that each devotes to the educational program.

| | Number | Hours Per Week (Ave.) |
|---|---|---|
| School counselors | ____ | ____ |
| Social workers | ____ | ____ |
| Psychologists | ____ | ____ |
| Psychiatrists | ____ | ____ |
| Teacher's aides | ____ | ____ |
| Volunteers | ____ | ____ |
| Others (please specify) | | |
| _____ | ____ | ____ |

6. Please check the subject areas that are formally taught as part of your on-campus educational program.

| | English | Math | Social Studies | Sciences | Phys. Ed. | Fine Arts | Foreign Language |
|---|---|---|---|---|---|---|---|
| a. Primary | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| b. Intermediate | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| c. Junior high | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| d. Senior high | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| e. Post graduate | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| f. Other (please specify) | | | | | | | |
| _____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

7. Apart from the regular subject areas (e.g., requirements of the state), are there other subjects taught that you feel have significance to your on-campus program? ____ No ____ Yes. If so, please list them here.

_____

_____

_____

Section C (continued)

8. Please complete the following information concerning your on-campus program only:

| | Number of Classes | Number of Teachers |
|---|---|---|
| a. Preschool | _____ | _____ |
| b. Primary (grades 1-3) | _____ | _____ |
| c. Intermediate (grades 4-6) | _____ | _____ |
| d. Junior high (grades 7-9) | _____ | _____ |
| e. Senior high (grades 10-12) | _____ | _____ |
| f. Post graduate | _____ | _____ |
| g. Other (please specify) _____ | _____ | _____ |

9. What is the approximate number of hours (per child) spent in the campus school? ____ 1-2, ____ 3-4, ____ 5-6, ____ 7-8, ____ more than 8.

10. What instruments do you use in your educational assessment of children? (Please check below.)

____ Personality tests
____ Intelligence tests
____ Sociometric tests
____ Aptitude tests
____ Achievement tests
____ Teacher evaluation
____ Other (please specify) _____

11. What physical facilities are available for use for your on-campus educational program? Check the left most columns below. Of these, which do you use? Check the right most columns below. (Question #11 continued on next page)

Section C: Question #11 (continued)

| Facilities | Available | | Used | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Shops (please list) _____ | ___ | ___ | ___ | ___ |
| Gymnasium | ___ | ___ | ___ | ___ |
| Pool | ___ | ___ | ___ | ___ |
| Outdoor recreation area | ___ | ___ | ___ | ___ |
| School building | ___ | ___ | ___ | ___ |
| School area in a building | ___ | ___ | ___ | ___ |
| Classroom(s) How many? _____ | ___ | ___ | ___ | ___ |
| Library facilities | ___ | ___ | ___ | ___ |
| Audio -visual aids | ___ | ___ | ___ | ___ |
| Other (please specify) _____ | | | | |
| _____ | ___ | ___ | ___ | ___ |

12. Do you use any community or public school facilities as part of your on-campus education program? ____ No ____ Yes. If so, please indicate which ones, and the extent of their use. _____

_____

_____

_____

13. Please specify the number of students that attend the on-campus program only and those that attend the community schools only, at these levels:

| | On Campus | Community Schools |
|---|---|---|
| a. Preschool | _____ | _____ |
| b. Primary (grades 1-3) | _____ | _____ |
| c. Intermediate (grades 4-6) | _____ | _____ |
| d. Junior high (grades 7-9) | _____ | _____ |
| e. Senior high (grades 10-12) | _____ | _____ |
| f. Post graduate | _____ | _____ |
| g. Other (please specify) _____ | _____ | _____ |
| h. Total number of students enrolled | _____ | _____ |

Section C: (continued)

14. Number of hours spent in community schools? ____ 1-2, ____ 3-4, ____ 5-6 ____ 7-8, ____ more than 8.

15. Please provide the following information concerning the types of educational experiences your children are receiving in the community schools:

| | Number of Students Enrolled |
|---|---|
| a. Preschool programs | |
| 1) Standard | _____ |
| 2) Special services (please list) _____ | _____ |
| b. Elementary level (grades 1-8) | |
| 1) Standard education program | _____ |
| 2) Standard education program WITH part-time special services (please list) _____ | _____ |
| 3) Receiving special services on a full-time basis. (please list) _____ | _____ |
| c. Secondard level (grades 9-12) | |
| 1) Standard education program | |
| a) College entrance program | _____ |
| b) Vocational program | _____ |
| c) Business program | _____ |
| d) General program | _____ |
| e) Other (please list) _____ | _____ |
| 2) Standard education program WITH part-time special services (please list) _____ | _____ |
| 3) Receiving special services on a full-time basis (please list) _____ | _____ |

STOP! YOU HAVE COMPLETED YOUR PART OF THE QUESTIONAIRE-SURVEY. PLEASE RETURN ALL COMPLETED INFORMATION BY MAIL IMMEDIATELY. THANK YOU FOR YOUR HELP.